SYLLABUS
Fall semester 2025-2026 academic year
Educational program for the specialty Public Health "8D10102"

ID and title off the course	Independent Student work (ISW)	Credits number			Total number of credits	Student independent work under teacher supervision (SIWT)
		Lecture (L)	Classes(C)	Labora tory classes (L)		
GHD	4	-	60	-	5	6

ACADEMIC INFORMATION ABOUT THE DISCIPLINE

Training format	Cycle, compon.	Type of lectures	Type of classes	Form and platform of final control
offline	B	thematic	Seminars	Written in Univer
Lecturer	Farida Iskakova			
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Assistant	-			
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ACADEMIC PRESENTATION OF DISCIPLINE

Purpose of discipline	Expected Learning Outcomes (ELOs)*	Indicators of ELO's achievement(IA)
To develop knowledge, abilities, and skills in identifying and conducting epidemiological studies of public health problems.	1.To develop students' understanding of fundamental concepts and terminology in global health.	1.1. Uses concepts and terminology of global health.
		1.2. Identifies and explains key concepts of global health.
	2.To introduce the main global health challenges and their distribution around the world.	2.1. Identifies global health challenges.
		2.2. Analyzes differences in global challenges across countries.
	3.To analyze the social, economic, environmental, and political determinants of health that transcend national borders.	3.1. Analyzes differences in health indicators between regions and population groups.
		3.2. Assesses the links between social, economic, environmental, and political determinants of health in different countries.
	4.To study the role of key actors in global health (WHO, UN, World Bank, NGOs).	4.1. Possesses knowledge of the structure and mission of global international organizations.
		4.2.Uses data from international organizations (WHO, World Bank) to describe the global health situation.
	5.To study the Sustainable Development Goals (SDGs) and analyze the links between health, poverty, and development.	5.1. Proposes possible interventions and approaches to address specific global health problems.
		5.2. Discusses ethical aspects and principles of equity in global health.
	6.To develop skills in critical thinking, data analysis, and working with scientific literature on global health.	6.1. Presents research results in the form of abstracts or articles. 6.2. Critically evaluates publications on global health and development.
Prerequisites	Biostatistics [96313]	
Post-requisites	Fundamentals of public health research [101986]	

Learning sources	**The Main Literature:**
	1. Textbook of Global Health (4th Edition) Anne-Emanuelle Birn, Yogan Pillay, Timothy H. Holtz
	2. Global Health Essentials Mario C.B. Raviglione, Fabrizio Tediosi, et al.
	3. International Health: An Interdisciplinary Perspective (3rd Edition) Raywat Deonandan
	4. Marmot, Michael, et al. Closing the gap in a generation: health equity through action on the social determinants of health. Lancet 2008; 372: 1661-69.
	The Additional Literature:
	5. Rothman, Kenneth J.; Greenland, Sander; Lash, Timothy L. Modern Epidemiology, 3rd Edition - 2008 Lippincott Williams & Wilkins
	Research infrastructure
	1. Computer lab 6A
	2. Professional research databases
	3. www.gapminder.com
	4. www.cdc.gov
	5. www.who.org
	Internet sources
	1. http:elibrary.kaznu.kz/ru
	2. https://www.stat.gov.kz/
	Software
	Excel
	SPSS
Academic policy of discipline	Academic Policy and Academic Integrity Policy are defined by Al-Farabi KazNU policy.. The documents are available on the main page of IS Univer.
	Integration of science and education. Research work by students, including master's and doctoral students, deepens the educational process. It is organized directly at the departments, laboratories, scientific and project divisions of the university, in student scientific and technical associations. Independent workof students at all levels of education is aimed at the development of research skills and competencies based on obtaining new knowledge using modern research and information technologies. The teacherof the research university integrates the results of scientific activity into the topics of lectures and seminars (practical) classes, laboratory classes, and in the assignments of SROP, SROP, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions and assignments.
	Attendance. The deadline for each assignment is specified in the calendar (schedule) of the implementation of the discipline's content. Failure to meet deadlines will result in loss of points.
	All learners, especially those with disabilities, can receive counseling assistance by telephone / e-mail +77011013086/farida.iskakova@kaznu.edu. kz or iskakovaf@gmail.com or by joining Zoom Meeting https://us04web.zoom.us/j/77801302391?pwd=c0I5647lwe4woqZ5EJPBCNJJ42masY.1 Meeting ID: 778 0130 2391 Passcode: 7ZaZwz
	Integration of MEP (massive open online course). In the case of integration of MEP into the discipline, all students need to register for MEP. The deadlines for MEP modules must be strictly adhered to by the schedule of the discipline.
	ATTENTION: The deadline for each assignment is specified in the calendar (schedule) of the implementation of the content of the discipline, as well as in the MEP. Failure to comply with deadlines leads to a loss of points.

Point-rating letter system of evaluation of learning achievements

Scores	Digital equivalent points	Scores, % content	Traditional scores	**Assessment methods**
Scores	Digital equivalent points	scores, % contentсодержание	Excellent	Criterion-referenced assessment is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. It is based on formative and summative assessment. Formative assessment is a type of assessment that is carried out in the course of daily learning activities. It is a current indicator of learning achievement. Provides an operational relationship between the student and the teacher. It enables us to assess the student's capabilities, identify areas of difficulty, assist in achieving optimal results, and promptly correct the teacher's educational process. Evaluate the fulfillment of tasks and activities in the classroom during lectures, seminars, and practical classes (discussions, quizzes, debates, round tables, laboratory work, etc.). Acquired knowledge and competencies are assessed. Summative assessment is a type of assessment conducted at the end of a section of study by the program of the discipline. It is carried out 3-4 times per semester when performing SLOs. It is an assessment of mastering the expected learning outcomes in correlation with descriptors. Enables you to assess and document the level of mastery of the discipline over a specific period.
A	4,0	95–100		
A-	3,67	90–94	Good	
B+	3,33	85–89		
B	3,0	80–84		
B-	2,67	75–79		
C+	2,33	70–74	Satisfied	**Formative and summative**	**Formative and summative**

						assessment
C	2,0	65–69			Formative and summative assessment	-
C-	1,67	60–64			Activity in lectures	5
D+	1,33	55–59	Unsatisfied		Work at practical classes	20
D	1,0	50–54			Independent work	25
FX	0,5	25–49			Control work	10
					Project and creative activity	40
					TOTAL	100

Schedule of the realization of the content of the discipline. Methods of teaching and learning			
Week	Topic	N/ hours	Max.sc.
	MODULE 1 Introduction to Global Health		
1	L1. Introduction to Global Health.	1	
	P1. Introduction to Global Health.	2	0
2	L2. Global Burden of Disease.	1	
	P2. Global Burden of Disease.	2	0
3	L3. Global-scale Determinants of Health.	1	
	P3. Global-scale Determinants of Health.	2	0
	ISWT 1. Consultation on ISW1	3,33	-
4	L4. Health and Development. Sustainable Development Goals (SDGs).	1	
	P4. Health and Development. Sustainable Development Goals (SDGs).	2	0
	ISWT 2. Consultation on ISW1	10	
5	L5. Infectious Diseases in the Global Context.	1	
	P5. Infectious Diseases in the Global Context.	2	12
	IWS 1 on topic of 1-5 classes.	3,33	25
6	L6. Non-communicable Diseases (NCDs) as a Global Challenge.	1	
	S 6. Non-communicable Diseases (NCDs) as a Global Challenge.	2	13
	ISWT 3. Consultation on ISW 2.	3,33	
7	L7. Maternal and Child Health. Reproductive Health.	1	
	P7. Maternal and Child Health. Reproductive Health.	2	12
	ISWT 4. Consultation on ISW 2.	10	25
8	L8. Nutrition and Food Security.	1	
	P8. Nutrition and Food Security.	2	13
	ISW2 on topic of 6-7 classes.		25
MT 1			100
	MODULE 2. HEALTH PROMOTION		
9	L9. Climate Change and Planetary Health.	1	
	P9. Climate Change and Planetary Health.	2	7
	ISWT 5. Consultation on ISW 3.	3,33	-
10	L10. Health Systems in Different Countries of the World.	1	
	P10. Health Systems in Different Countries of the World.	2	7
11	L11. Key Players in Global Health.	1	
	P11. Key Players in Global Health.	2	7
	IWS 3. On topics 9–11.	3,33	25
	MODULE 2. Management in Epidemiology		
12	L12. Humanitarian Crises and Health.	1	
	P12. Humanitarian Crises and Health.	2	7
	ISWT 6. Consultation on completion of IWS 4.		
13	L13. Ethics and Human Rights in Global Health.	1	
	P13. Ethics and Human Rights in Global Health.	2	7
14	L14. Global Health in the Post-COVID-19 Era.	1	

	P14. Global Health in the Post-COVID-19 Era.	2	7
15	L15. The Future of Global Health: Challenges, Technologies, and Ethics.	1	
	P15. The Future of Global Health: Challenges, Technologies, and Ethics.	2	8
	ISW 4 on topic of 12-15 classes		25
MT2			100
Final exam			100
total			100

Dean of Faculty _____**Kalmahanov S.B.**

Chairman of the Academic Committee

on the quality of teaching and learning _____**Kurmanova**

G.M.

Head of Department _____**Ualiyeva A,E,**

Lecturer _____**Iskakova F.A.**